



GCE Subject Level Guidance for History of Art

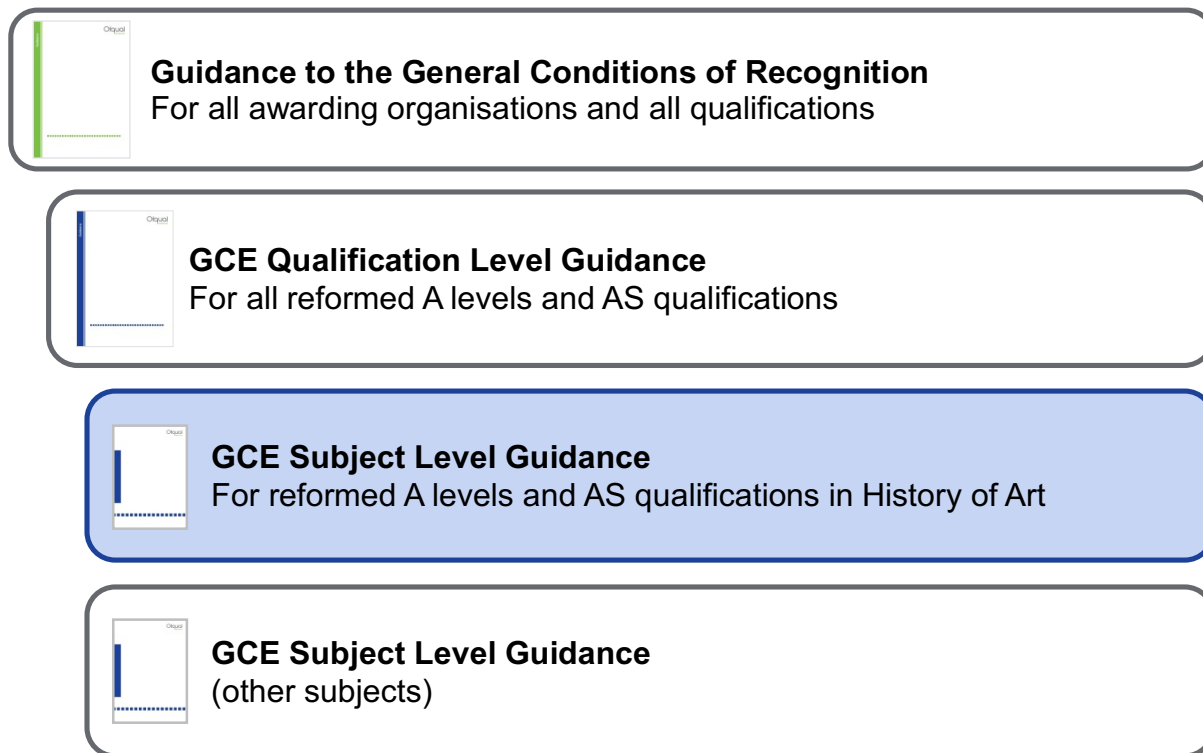
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Contents

Introduction.....	2
Guidance set out in this document	3
Guidance on assessment objectives for GCE Qualifications in History of Art.....	4

Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in History of Art awarded on or after 1 April 2019; and
- all standalone GCE AS qualifications in History of Art awarded on or after 1 April 2018.

This guidance supports the *GCE Subject Level Conditions and Requirements for History of Art*¹.

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(History of Art)¹.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCE Qualification in History of Art

¹ www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-history-of-art

that it makes available or proposes to make available. Condition GCE(History of Art)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCE Subject Level Conditions and Requirements for History of Art*.

Guidance set out in this document

This document provides guidance on assessment objectives for GCE Qualifications in History of Art.
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Guidance on assessment objectives for GCE Qualifications in History of Art

Condition GCE(History of Art)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in History of Art.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for History of Art*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of the contexts of art	30-40%	30-40%
AO2	Analyse and interpret artists' work, demonstrating understanding of visual language	30-40%	30-40%
AO3	Make critical judgements about art through substantiated reasoned argument	30-40%	20-30%

We set out below our guidance for the purposes of Condition GCE(History of Art)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete 'elements' within each assessment objective that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(History of Art)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of the contexts of art			A level 30-40% AS 30-40%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge of the contexts of art.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (but not in every assessment). ■ A reasonable balance between the elements within this assessment objective. ■ Awarding organisations should justify the balance between elements 1a and 1b in their assessment strategies. ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation³. 	<ul style="list-style-type: none"> ■ Context is an aspect of subject content. Awarding organisations should explain their approach to targeting it in their assessment strategy. ■ Art is taken to mean that which is required by the areas of study described in the document published by the Secretary of State entitled 'History of Art GCE AS and A level subject content', (the 'Content Document'). ■ Knowledge and understanding should normally be assessed together. The emphasis of this assessment objective should be on understanding which is supported by knowledge.
	1b – Demonstrate understanding of the contexts of art.		

² For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCE Qualification in History of Art. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

³ Marks that 'reward demonstrating knowledge in isolation' include any mark awarded solely for recalling facts or any other knowledge. It does not include marks for selecting appropriate knowledge (for example, to evidence an argument).

AO2: Analyse and interpret artists' work, demonstrating understanding of visual language			A level 30-40% AS 30-40%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Analyse artists' work, demonstrating understanding of visual language.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between the elements within this assessment objective. ■ Awarding organisations should justify the balance between elements 1a and 1b in their assessment strategies. 	<p>In the context of this assessment objective:</p> <ul style="list-style-type: none"> ■ Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning ■ Interpret anticipates a personal response that is substantiated with reference to the use of visual language. ■ Visual language is an aspect of subject content. Awarding organisations should explain their approach to targeting it in their assessment strategies.
	1b – Interpret artists' work, demonstrating understanding of visual language.		

AO3: Make critical judgements about art through substantiated reasoned argument			A level 30-40% AS 20-30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This assessment objective is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> Critical judgements means asking questions about images and ideas and using the answers to make judgements. The emphasis here is on Learners considering a number of different views and not accepting established viewpoints or interpretations at face value. Art is taken to mean that which is required by the areas of study described in the Content Document. Substantiated reasoned argument means expressing a credible viewpoint based on evidence and/or analysis.

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